

BIG IDEAS

The visual arts reflect the interconnectedness of the individual, community, history, and society.

Growth as an artist is dependent on perseverance, resilience, and reflection.

Meaningful artistic expression requires the engagement of the mind and body.

Visual arts provide a unique way to represent self, personal identity, and cultural expression.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic media collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate creative thinking by using ideas inspired by exploratory play • Intentionally select and combine media arts materials, technologies, and processes to convey an idea • Engage in appropriate risk taking to express thoughts and emotions • Experiment with a wide range of media arts materials, technologies, and processes to create works of art • Apply creative processes and skills that engage the body and mind • Develop skills and techniques using a wide range of styles and influences • Apply problem-solving skills • Investigate and identify ways that media arts reflect concern for, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges • Create images using sound and movement • Choose a form for prototyping (e.g., mock-up) and develop a plan that includes key stages and resources 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles of design, and image development strategies, as they apply to media arts, including but not limited to: <ul style="list-style-type: none"> – elements: colour, form, line, shape, space, texture, tone, value, time – principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization – image development strategies: abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, transformation • a variety of materials, strategies, techniques, and technologies that support media arts processes • symbols and metaphors to represent ideas and perspectives in media arts • the role of the artist and audience in a variety of contexts • the influence of visual culture in social and other media

Learning Standards (continued)

Curricular Competencies	Content
<p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Understand the purpose of a critique and choose when to apply suggestions Describe and analyze, using the language of media arts, how artists use materials, media arts technologies, processes, and environments in art making Apply thinking skills in the exploration, design, creation, and refinement of media arts creations Apply knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of artistic creations Develop personal answers to aesthetic questions Evaluate audience response to a publication of media artworks Evaluate a variety of materials for effective use and potential for reuse, recycling and biodegradability <p>Communicating and documenting</p> <ul style="list-style-type: none"> Share, document, and appreciate media artworks in a variety of ways and contexts Create works of art with a specific audience in mind Communicate ideas and express emotions through art making Demonstrate respect for self and others through image making and use of materials Use media arts to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values Create images using media arts technology that: defend values and traditions; reflect the characteristics of other artists, movements, and periods; and reflect historical and contemporary themes <p>Connecting and expanding</p> <ul style="list-style-type: none"> Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context Create personally meaningful artistic works that demonstrate an understanding and appreciation of how content and form influence, and are influenced by, personal, social, cultural, environmental, and historical contexts 	<ul style="list-style-type: none"> the influence of social, cultural, historical, political, and personal context on artistic works a range of local, national, global, and intercultural media artists and genres traditional and contemporary Aboriginal worldviews, stories, and history as expressed through media arts cross-cultural perspectives as communicated through media arts the ethics of cultural appropriation and plagiarism the role of the artist in presenting social justice issues to an audience symbolic and cultural associations of particular visual elements and principles of art and design in media arts a range of materials (e.g., modelling clay, interlocking blocks, props, toys, lighting) a range of processes and techniques (e.g., animation, claymation, montage, soundscape, storyboard, fonts, formats, illustration, layout, loop, narrative, real time, still image, transpose) a wide variety of image sources appropriate vocabulary for discussing media artworks and associated materials, technologies, and processes the impact of traditional and modern technologies on image development and design the evolution of specific media technologies used to make images appropriate procedures associated with a specific position in a production team to create media artworks the ethical, moral, and legal implications of using media arts technology to reproduce and distribute images

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> Expand media arts skills, processes, and inquiries in connection with family members, community, and world Explore and engage in the reciprocal relationship between media arts, cultures, and society Adapt learned media arts skills and processes for use in new contexts Apply problem-solving skills to facilitate innovation Make connections through media arts among individuals in a learning community and on a local, regional, and global scale Use media arts technology to manipulate selected visual elements and principles of art and design in order to: alter the meaning or effect of images; or reflect stylistic or cultural influences Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, and media arts processes and technologies 	<ul style="list-style-type: none"> various career options in the media arts the skills and training needed to pursue media arts careers persuasive techniques as they relate to story and/or text

Curricular Competencies – Elaborations	ARTS EDUCATION – Media Arts Grade 11
<ul style="list-style-type: none"> prototyping: this learning standard is drawn from language in the ADST curriculum reuse, recycling and biodegradability: this learning standard is drawn from language in the ADST curriculum 	

Content – Elaborations	ARTS EDUCATION – Media Arts Grade 11
<ul style="list-style-type: none"> persuasive techniques: this learning standard is drawn from language in the English Language Arts curriculum 	